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ABSTRACT

In an example of treating teacher stress through a workshop, research on teacher stress factors is presented, and methods of dealing with stress symptoms are discussed. In the first session, stress is defined, and job-related stress factors for elementary and secondary school teachers are listed. Self-imposed and situational stress are described, and the negative and positive aspects of stress are outlined in the second session. Following a list of 32 suggested coping strategies, stress management techniques devised by the National Education Association are outlined. A bibliography lists publications on stress and teacher burnout. The appendices consist of nine items that can be used in a workshop, including overheads, handout materials, and self quizzes. (FG)

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TEACHER STRESS:

A WORKSHOP APPROACH

By

Dr. Bob E. Riley

Assistant Professor of Education

Southwestern Oklahoma State University

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Teacher Stress: A Workshop Approach

Introduction

I. Begin by requesting the participants to NOT use the "red pencil" mentality -- looking for what is wrong with every plan or idea.

II. As the workshop progresses through the first session - communicate the idea that teachers need to recognize the successes and strengths brought to the job. It is common for teachers and administrators to forget the motivations and joys that led them into the teaching profession - also note the things that distress.

III. The second session will identify some causes of stress - participants will find they are not alone!

IV. Finally, the third session will investigate Stress Prevention and Management.

V. Throughout the workshop when something strikes a chord - speak up! By sharing of problems, the group might pose some possible solutions.

(Overhead #1, Pencils of Education, Appendix A)

(The Massachusetts Teacher, 1974, 6).

Teacher Stress: A Workshop Approach

Session I.

Teacher stress is one of the more controversial topics in education today. We hear things like "teacher burnout," "classroom tension," "professional pressures," and "teacher stress" as descriptors of a phenomenon that is occurring in our field today. We have known for years that stress is an occupational hazard in professions like law enforcement, surgeons, and air traffic control engineers. Of late, education has joined these professions as being a "stressful profession." We know it is common to get "up-tight," "irritated," and "perplexed" at times; that students do not mind, the A-V equipment breaks down, illness in our class, a nosy teacher next door, a domineering principal, an irate parent, and so on are part of the job! But what is this "stress" that has surfaced as a problem?

Let's begin by defining stress. After much research Kyriacou and Sutcliffe say that it is "a response syndrome of negative effects (such as anger or depression) usually accompanied by potentially harmful physiological changes (such as increased heart rate) resulting from aspects of the teacher's job and mediated by the perception that the demands made upon the teacher constitute a threat to his self-esteem and well-being and by coping mechanisms activated to reduce the perceived threat."

In other words, the individual interprets a situation as being irritating, harmful, or threatening and reacts to it negatively. This behavior is frequently reflected by unhealthy physiological changes such as high blood pressure, ulcers, headaches, and body pain.

Kahn further defines stress as anything about an organizational position that produces adverse consequences for the individual. Operationally, teacher stress may be defined as the occurrence of perceived (maybe not real) negative situations that result in adverse teacher responses or behaviors (Swick and Hawley, 1980:6).

Today stress may be a common factor in many professions. Change is occurring rapidly, both technological and societal, and it is naturally hard to cope with! Changes in education such as mainstreaming, negotations, assault from pupils and parents, changing family lifestyles, and inflation are changes that can be identified as "sources of stress". Stress may be a problem because we have not taken the time to learn how to deal with it! (Overhead #2, Recognition of Stress, Appendix B.)

In a December, 1979 study by the Massachusetts Teacher Association, principal causes of teacher stress were researched.

For teachers in secondary schools, the worst stress factors identified in order were:

1. Managing disruptive students
2. Limited income potential
3. Increased paperwork
4. Overcrowded classroom
5. Not knowing whether a good job is being done
6. Lack of preparation time
7. Public pressure on teacher
8. Fear of losing job
9. Maintaining self-control when angry.

The list is somewhat different for teachers in elementary schools. They are listed in order:

1. Managing disruptive students
2. Increased paperwork
3. Lack of preparation time
4. Public pressure on teacher
5. Overcrowded classrooms
6. Dealing with parents
7. Mainstreaming special education students
8. Fear of losing job

For all other respondents in the survey the worst stress factors were: (fear of administrators, supervisors, counselors, librarians)

1. Increased paperwork
2. Managing disruptive students
3. Limited income potential
4. Few opportunities to participate in decision-making
5. Fear of losing job
6. Public pressure on individual (Carter, 1979:8).

All of the above are job-related. Some jobs are more stressful than others: coaches, band directors, administration. The public has access to them. (Administer Type A Awareness Exercise, Appendix C.)

Friedman and Rosenman identify two opposite personality types. Type A is composed of people seemingly under constant stress. They become very aggressive, competitive, and impatient in their desparate struggle to achieve more and more in less and less time. Type B is composed of people more relaxed about life. They are relatively free of time urgency, and hostility, as well as competitiveness.

Typical Type A behaviors include hurried speech; constant, rapid movement and eating; open impatience with the rate things occur and how others operate; chronic sense of time urgency; thinking and doing several things at once; active attempt to dominate the conversation, to determine the topics, and to remain preoccupied with one's own thoughts when others are talking; vague guilt feelings during periods of relaxation, when doing nothing; overconcern with getting things worth having -- no time to become the things worth being; no compassion for other Type A's; characteristic nervous gestures -- tics, clenched fist and jaw, pounding on table, grinding teeth (Sylwester, 1977:16).

Session II

We have now defined stress and identified some of the causes of teacher stress. But what are the main sources of stress? William C. Miller wrote in a PDK Fastback that was titled Dealing With Stress that stress has two main sources:

1. Self-imposed Stress. More stress may come from overtrying than overworking! Too many teachers have unrealistic expectations about what they could or should accomplish. Too many students needing too much help - adds up to stress. We must understand that there are limits within which we must work. Another source of self-imposed stress is in our interpersonal and human relations skills. Sometimes we do not mean what we say or say what we mean!

The second source that Miller mentioned was:

2. Situational Stress. Many school systems have rules, regulations and procedures that create stress! Little rapport from faculty into policy and decisions that affect them is common. Conflicting expectations among peers, supervisors, students, and the public is a stress-causing situation. Involuntary transfers, declining enrollments or threat of personal injury adds to the climate of tension in the school situation (Miller, 1979:9-12).

(Administer How Often Do You Experience These Feelings, Appendix D.)

Let's talk about the negative and positive aspects of stress!

Negative Physiological Aspects of Stress - Health problems such as high blood pressure, ulcers, headaches, and body pain have already been mentioned. Extreme stress has been the causes of mental illness, suicides, indigestion and loss of sex drive. Cardiovascular illness ranging from heart disease to strokes are often associated with stress. At a sign of stress, your brain sends messages to your nerve cells and nervous system. Hormones are released into your bloodstream. Your body organs prepare to combat a threat. Properly handled, stress is the spice of life, but it must be kept at the proper level. Fortunately, nerve and hormone systems check and balance and generally keep the body from running out of control (Sylwester, 1977:14). Other indicators - are you eating, smoking, or drinking too much? Are you irritable, sleepless, and over-fatigued? Are you nervous, anxious and pass through yellow lights at intersections? Yes to these questions indicate stress factors! Remember the old saying - "Ulcers are not caused by what you eat, but what is eating you!" Stress occurs when nervous tension reaches a degree of intensity that interferes with the normal physiological processes in our bodies. "The idea that I'm going to do this job if it kills me may just come true!" (Pennsylvania School Journal, 1979:155).

As stated before, teachers who are idealistic, overly self-confident and self-reliant, strongly committed and determined to succeed are likely victims! After years of stress, the researchers found teachers in overly stressful situations exhibiting the same characteristics as were front soldiers suffering from "combat fatigue" (Pennsylvania School Journal, 1979: 155-156). Culture may have a lot to do with individual stress; some cultures seem to take life easier than others.

Positive Aspects of Stress

Should the goal to be totally eliminate stress from the profession? Absolutely not! Physiologists claim that if a profession was completely free from stress he would be immobile! There are times when we need a "burst of energy" to complete an assignment - to get ready for something. We put ourselves under stress to meet deadlines! One author feels that the only total freedom we will have from stress is death! Many of us need stimulation to work at our fullest potential. Stress really depends on how we react to it. Too little stimulation (boredom and stagnation) are detrimental to mental health as is too much stress (Sparks, 1974:37-38). Educators need to learn to recognize that there are stressful situations in the profession and deal with them. The major high-stress jobs are those being in contact with the public in situations over which (the employee) has little control. And schoolteachers certainly fall into this category (Miller, 1979:11-13). We need to learn to cope with stress, deal with stress, and manage stress.

Whether stress exerts a positive or negative effect on a person is dependent upon three primary factors:

1. The possession of coping behaviors;
2. The predictability of the stressful situation, and
3. The duration and repetition of stressful circumstances (Hunter, 1977: 122-23). (Administer Life Change Units: Awareness Exercise, Appendix E.)

Session III

To try to put stress in some kind of perspective, the history of man needs to be considered. Since the dawn of time man has had to cope with stressful situations. Our ancestors' day-to-day existence depended on their constant awareness of dangers and the ability to act quickly when safety was threatened. When alarmed, the body undergoes biochemical changes, producing adrenalin. Adrenalin was often the solution of primitive persons, enabling the body to run faster or fight harder.

Since many of the physical threats to life have diminished--adrenalin itself can be a threat (Spear, 1979:1). For example, if a student defies a teacher and after making the teacher angry - complies with the teachers' request - then stands the teacher - all pumped up and nowhere to vent this tension!

There are three myths that currently are held about stress:

1. Stress is always caused by events in our lives. Just not true. (How we perceive and worry about that just might - but few events can lead to stress.)

2. Stress affects only those persons who lead fast-paced lives. (The opposite is frequently true.)

3. We always know when we are under stress. (Not so, stress is rarely recognized (Spear, 1979:4).

(Administer Stress Reduction Through Conflict Analysis, Appendix F)

How do we combat stress in our schools? Here are some things a teacher might do to help:

1. Form a support group. Get together to discuss problems and possible solutions.

2. Learn to relax. Set aside time each day for peace and quiet. Practice relaxation and breathing exercises.

3. Exercise. Really helps relieve tension. Consult your doctor and start a realistic program.

4. Nutrition. Watch what you eat and drink. Certain foods and coffee produce nervousness.

5. Avoid drugs. Tranquilizers may become more of a problem than stress.

6. Take off your "role" hat. You don't have to be a teacher 24 hours a day. Shift gears and get away from your job.

7. Be good to yourself. You won't feel special unless you treat yourself as special.

8. Have hobbies. Enjoy yourself in something that takes you away from school.

9. Don't tkae things too seriously. Try to see the big picture. Keep your problems in perspective.

10. Remove yourself from the source of stress. And this may mean leaving the profession.

11. If needed, seek professional help. If all else fails, get help to work through your problems (Broder, 1979:21).

12. Organize communications workshops dealing with stress.

13. Train school people in methods of dealing with stress.

14. Form a school committee to work with administration on solutions to stress at our school.

15. Develop new kinds of teaching teams.

16. See what industry is doing to combat stress (Carter, 1979:7).

17. Believe that solutions do exist to the problem of stress.

18. Clarify the sources and degree of stress.

19. Make a commitment to a plan of action to reduce stress.

20. Recognize there are no panaceas to happiness (Leffingwell, 1979: 289-90).

21. Get plenty of sleep.

22. Try to worry less.

23. Learn to cope with stress through managing time.

24. Learn to cope with stress through managing time.

25. Manage by objectives, not by the obvious.

26. Build mini-vacations into the day.

27. Re-educate school (personnel) in the art of coping.

28. Know the limitations of the administration. (They probably do not have all the answers to all your problems.)

29. Establish and update life-goals (Gmelch, 1978:9-10).

30. Keep your sense of humor. Laugh a little.

31. Don't always talk about how much stress you have - if you hear something long enough - you begin to believe it.

32. Finally, reevaluate your spiritual life - you may find your answer there!

I believe that we, as educators, have much more control over our destiny than we accept. Only we <u>as individuals</u> can take control of our

lives - and we should. Only one person is within your body - only you can interpret the stress feelings. Only you can implement the changes necessary for you to manage stress. By being realistic and positive we can make our profession less stressful.

(Distribute Relaxation Methods, Appendix G, H, I.)

In a recent poll, one third of those educators responding said they would join another field if they could start over again (McGuire, 1979:5). This is a sad commentary and can be changed! Let's close the workshop by giving some Stress Management Techniques for Teachers. These techniques were devised by the N.E.A. in 1980.

I. Know Thyself.
   1. Do I have a special time when I can get in touch with my personal feelings?
   2. Do I have a good understanding of the way I relate to people and how these relationships affect my behavior?
   3. Have I examined my teaching self for the purposes of developing methods for coping with stress?

II. Stress Management as a workable concept
   1. Decide whether to respond to a particular stress situation.
   2. Determine how much energy to expend on the stress situation.
   3. Arrange to balance between stressful periods and relaxing ones.

III. Organize the environment to prevent unhealthy stress.
   1. Establish a classroom setting with which teacher and students can identify and take pride in.
   2. Examine the physical and social context of the teaching and/or personal situation to identify factors which may be contributing to unhealthy stress predicaments.

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1. Establish a classroom setting with which teacher and students can identify and take pride in.
2. Examine the physical and social context of the teaching and/or personal situation to identify factors which may be contributing to unhealthy stress predicaments.
3. Plan and design a pleasant, challenging, and rewarding professional and personal content.
4. Isolate obvious sources of tension that lead to the severe disruption of behavior patterns
5. Allocate professional and personal time and energy for involvement in stress management training.

IV. The teaching team as a resource is handling stress

1. A team approach has value in coping with stress.
2. Sharing of ideas on how to deal with stress is important.
3. Forming human support systems enhance teacher self-concepts.
4. Everyone needs some "positive stroking" now and then.

V. Establish personal and professional priorities.

1. Have you identified the important tasks that you want to accomplish? Have you prioritized them?
2. Have you examined alternative ways to accomplish these objectives? Are you planning too many activities for the time you have to accomplish them?

3. Plan and design a pleasant, challenging, and rewarding professional and personal content.
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V. Establish personal and professional priorities.
1. Have you identified the important tasks that you want to accomplish? Have you prioritized them?
2. Have you examined alternative ways to accomplish these objectives? Are you planning too many activities for the time you have to accomplish them?
3. Have you organized a time schedule for accomplishing your objectives? If so, is the schedule reasonable in terms of actually doing an effective job?
4. Have you established a resource team to help you accomplish these objectives?
5. How will you evaluate your effectiveness in accomplishing the objectives?

VI. Maintain sound physical and mental health.

1. Exercise, reading, hobbies

VII. Provide for self-renewal

1. Through study, travel, inservice, research workshops (NEA, 1980:22-28).

VIII. Make stress management an everyday occurrence - use Relaxation Techniques!

What are the implications of all this data?

1. That College Teacher Training institutions should prepare its graduates for managing stress. (Young, 1978:82).

2. Continued teacher stress can lead to "burnout" - the physical, emotional, and attitudinal exhaustion of teachers (Scrivens, 1979:34).

3. A change in outlook and goals in living is the best way to reduce stress. If that is impossible, try exercise and relaxing techniques or changing the environment (Turner, 1981). If all fails, you might need a career change for the sake of your health!

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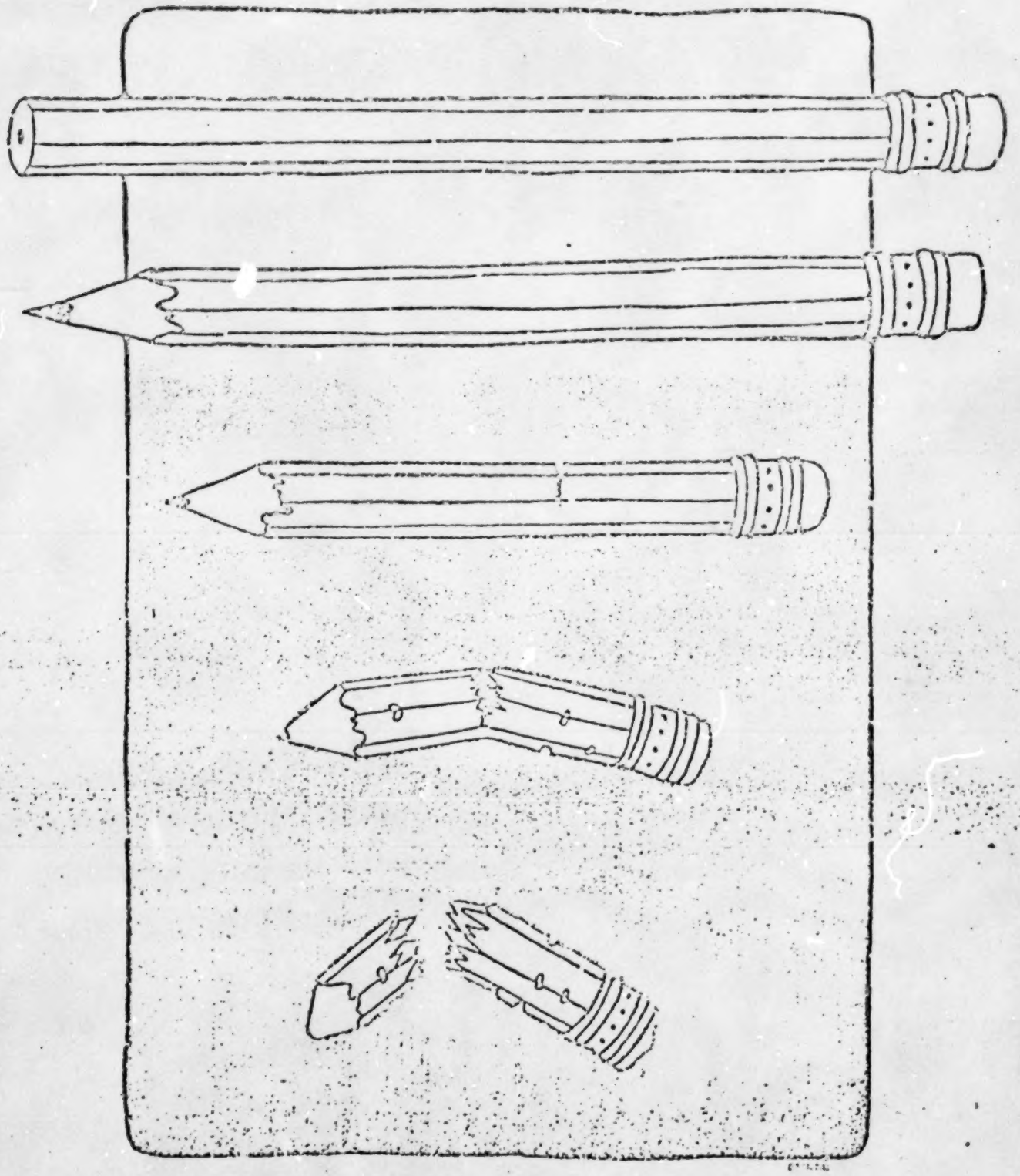
Appendix A.



Appendix B.

RECOGNITION OF STRESS IN TEACHERS*

Stress can be overtly manifested by teachers in a number of ways. The following is a representative sample of behaviors or a combination of behaviors that could be exhibited by teachers:

1. Wringing of hands
2. Developing pallor, rash, or other changes in the appearance of the skin
3. Shaking of hands, feet, and legs as if suffering from a palsy
4. Squirming or being unable to sit still, inappropriately labeled "hyperactivity"
5. Verbalizing protests in the form of rationalization (e.g., "If the kids don't learn, it's not our fault.")
6. Protesting by nonverbal behavior, such as being consistently late or absent from meetings where the teacher's input is important
7. Excessive talking, usually in the form of rambling, defensive, non-problem-solving verbalizations
8. Emotionally withdrawing as if in a state of apathy when the real feeling is intense anxiety
9. Denial of reality (e.g., "Everything is real fine") when the reality is frustration, anger, or depression
10. Lashing out verbally at students in inappropriate ways (e.g., "Don't bother to answer the question, you probably would get it wrong anyway.")
11. Displacing aggression on family members when the threat of confronting a fellow educator or parent is too great (e.g., "Fix your own TV dinner and leave me alone.")

*R. Jon Leffingwell, Elementary School Guidance and Counseling, April, 1979, pg. 288-89.

Appendix C.

Type "A" Behaving: Awareness Exercise*

Are you a Type A? Do you characteristically exhibit Type A behavior? Quickly fill out the following questionnaire to see.

Yes	No	Don't Know		
___	___	___	1.	I'm frequently in a hurry.
___	___	___	2.	I'm typically doing several projects at the same time.
___	___	___	3.	I'm always pushed by deadlines.
___	___	___	4.	I usually take on as many (or a few more) projects as I can handle.
___	___	___	5.	I really seek recognition from my boss and/or peers.
___	___	___	6.	I believe it's important for a person to push herself or himself for success, and I seek out opportunities for promotions and advancement.
___	___	___	7.	I enjoy competition in all areas.
___	___	___	8.	I really enjoy winning, and hate to lose.
___	___	___	9.	My job is the most important thing in my life.
___	___	___	10.	I sometimes feel I neglect my family by putting my job first.
___	___	___	11.	I'm usually too busy with my job to have time for many hobbies or outside activities.
___	___	___	12.	When I'm given a job I really feel personally responsible for its success--i.e., even though others may be involved, I feel that it just won't come out as well unless I'm personally involved from start to finish.
___	___	___	13.	I have trouble trusting people easily.
___	___	___	14.	I tend to talk fast.
___	___	___	15.	When speaking I believe in giving special emphasis to my meaning with strong vocal inflection and gestures.
___	___	___	16.	I feel some impatience in most meetings and conversations--I just wish they would speed up and get on with it.
___	___	___	17.	I tend to get irritable and lose my cool easily when obviously simple things don't go right.
___	___	___	18.	I make a list of things I must get done each day.
___	___	___	19.	I generally have strong opinions on most things.
___	___	___	20.	I don't seem to get much time to keep up with my reading.

If you answered yes to 15 of these questions, you may be falling into the Type "A" behavior pattern.

*Executive Well-Being: Stress and Administrators by Giammatteo and Giammetteo. NASSP, 1980.

Appendix D.

HOW OFTEN DO YOU EXPERIENCE THESE FEELINGS IN RELATION TO YOUR JOB?*

	Never	Once	Rarely	Sometimes	Often	Usually	Always
1. Being tired	0	1	2	3	4	5	6
2. Feeling depressed	0	1	2	3	4	5	6
3. Having a bad day	0	1	2	3	4	5	6
4. Being physically exhausted	0	1	2	3	4	5	6
5. Being emotionally exhausted	0	1	2	3	4	5	6
6. Being wiped out	0	1	2	3	4	5	6
7. Feeling pushed around	0	1	2	3	4	5	6
8. Being unhappy	0	1	2	3	4	5	6
9. Feeling trapped or locked in	0	1	2	3	4	5	6
10. Feeling cynical	0	1	2	3	4	5	6
11. Feeling worthless	0	1	2	3	4	5	6
12. Wanting to quit	0	1	2	3	4	5	6
13. Being cold, callous, or hostile	0	1	2	3	4	5	6
14. Feeling disillusioned about people	0	1	2	3	4	5	6
15. Feeling bored	0	1	2	3	4	5	6
16. Feeling hopeless	0	1	2	3	4	5	6
17. Feeling resentful about people	0	1	2	3	4	5	6
18. Feeling pessimistic about outcomes	0	1	2	3	4	5	6
19. Feeling listless	0	1	2	3	4	5	6
20. Feeling anxious	0	1	2	3	4	5	6

Obtain your total score: [ ]

*Teacher Burnout by Alfred S. Alschuler, editor, NEA Publication, 1980.

Appendix E.

Life Change Units: Awareness Exercise*

What is your stress score? A person scoring less than 150 on the scale has only a 37 percent chance of becoming ill during the next two years. A score of 150 to 300 raises the odds of illness to 51 percent, and a 300 plus score means you have an 80 percent chance of becoming seriously ill. To find your score, check the events applying to you during the past 12 months. Then add up the total values.

Rank	Event	Value	Your Score
1.	Death of spouse	100	____
2.	Divorce	73	____
3.	Marital separation	65	____
4.	Jail term	63	____
5.	Death of close family member	63	____
6.	Personal injury or illness	53	____
7.	Marriage	50	____
8.	Fired from work	47	____
9.	Marital reconciliation	45	____
10.	Retirement	45	____
11.	Change in family member's health	44	____
12.	Pregnancy	40	____
13.	Sex difficulties	39	____
14.	Addition to family	39	____
15.	Business readjustment	39	____
16.	Change in financial status	38	____
17.	Death of close friend	37	____
18.	Change to different line of work	35	____
19.	Change in number of marital arguments	35	____
20.	Mortgage or loan over $10,000	31	____
21.	Foreclosure of mortgage or loan	30	____
22.	Change in work responsibilities	29	____
23.	Son or daughter leaving home	29	____
24.	Trouble with in-laws	29	____
25.	Outstanding personal achievement	28	____
26.	Spouse begins or stops work	26	____
27.	Starting or finishing school	26	____
28.	Change in living conditions	25	____
29.	Revision of personal habits	24	____
30.	Trouble with boss	23	____
31.	Change in work hours, conditions	20	____
32.	Change in residence	20	____
33.	Change in schools	20	____
34.	Change in recreational habits	19	____
35.	Change in church activities	19	____
36.	Change in social activities	18	____
37.	Mortgage or loan under $10,000	17	____
38.	Change in sleeping habits	16	____
39.	Change in number of family gatherings	15	____
40.	Change in eating habits	15	____
41.	Vacation	13	____
42.	Christmas season	12	____
43.	Minor violation of the law	11	____

*Executive Well-Being: Stress and Administrators by Giammatteo and Giammatteo. NASSP 1980

Appendix F

Stress Reduction Through Conflict Analysis*

How do you usually handle job conflicts in the job world? After each of the following techniques, indicate whether you use it frequently, occasionally, or rarely.

		Frequently	Occasionally	Rarely
1.	Avoid the person	_____	_____	_____
2.	Change the subject.	_____	_____	_____
3.	Try to understand the other person's point of view	_____	_____	_____
4.	Try to turn the conflict into a joke.	_____	_____	_____
5.	Admit that you are wrong, even if you do not believe that you are.	_____	_____	_____
6.	Give in.	_____	_____	_____
7.	Apologize.	_____	_____	_____
8.	Try to find out specifically what you agree on and disagree on to narrow the conflict.	_____	_____	_____
9.	Try to reach a compromise.	_____	_____	_____
10.	Pretend to agree.	_____	_____	_____
11.	Get another person to decide who is right.	_____	_____	_____
12.	Threaten the other person.	_____	_____	_____
13.	Fight it out politically.	_____	_____	_____
14.	Whine or complain until you get your way.	_____	_____	_____
15.	Play the martyr: given in, but let the other person know how much you are suffering.	_____	_____	_____

Appendix G

Relaxation to Combat Stress*

Autogenic Training

The first step in learning to relax is a very short exercise--only 30 seconds.

Sit on the edge of a straight wooden chair, your knees about 12 inches apart, your legs slanting forward at an angle greater than 90 degrees. (To relax, it is important not to be distracted by tight clothing and to set aside your watch and glasses.) Sit up very straight. Now let yourself collapse like a rag doll, your head forward, your spine rounded, your hands coming to rest on your knees. Check yourself to be sure you are comfortable and then talk to yourself: "My right arm is heavy, my right arm is heavy..." Repeat this for about 20 seconds while concentrating on your arm from the armpit to the fingertips. Then make a fist, flex your arms, take a deep breath and open your eyes. Repeat the procedure three or four times a day. After you become adept at making your right arm heavy, you can extend the heaviness to legs and the whole body until you can relax from head to toe.

*Stress: Blueprint for Health. The Blue Cross Association, 1974.

Appendix H

Relaxation to Combat Stress*

Breathe Your Tensions Away

Breathing can stop tension. In the following exercises, give your full attention to the sensations and sound of breathing: try not to think of other things.

Do these exercises at least twice a day with a loose belt and a relaxed stomach.

Lie on your back on the floor with your head slightly raised on a pillow so that your spine is straight, your knees bent and your feet on the floor about eight inches apart. Put one hand on your stomach, the other on your chest. Draw deep beaths into the stomach and let it rise. The chest should hardly move at all. When this becomes easy, smile slightly, breathe in through your nose and out through your mouth, whispering a sound "Haaaaah" that will sound like the wind, while the jaw, tongue and mouth are dropped slightly open without strain. Think about the sound and the feeling of the breathing, taking long, slow breaths "into your stomach." Do this for five to ten minutes at a time.

Sigh deeply, making a sound of deep relief. Let all of the air out of your lungs. Then simply permit the air to come back in. You do not have to force yourself to inhale; it will happen naturally. Do this 10 times.

When it becomes natural and pleasant to breathe "into your stomach," practice it at odd moments during the day, taking three or four deep breaths and putting all your attention into the relaxation of breathing. When you have learned to get that relaxed feeling from the breathing, you can practice it every time you start to feel tense.

*Stress: Blueprint for Health. The Blue Cross Association, 1974.

Appendix I

Mental Relaxation*

The thoughts that occupy our minds are the thoughts that guide our actions. Mental relaxation is a key to reduce stress or anxiety. The techniques used have different names, but in one way, they are similar. They involve breathing techniques. The basic technique follows:

Sit or lie down

Uncross your arms or legs

Shut your eyes

Breathe in through your nose

Count internally to three as you do that

Breathe out through your mouth to a count of five

Do this cycle of breathing 10 times
Visualize yourself in a positive scene
See the scene in great detail
See yourself doing only positive things
After three to five minutes, just drift "awake"

After your short but relaxing experience, re-close your eyes and "see" three positive things you will want to do:

One for yourself

One for a person you have not seen or been in touch with for awhile

One for a person you see and interact with every day

You control reduction of stress by initiating some action that puts you back in a leadership role.

*Executive Well-Being: Stress and Administrators by Giammetteo ed Giammetteo NASSP, 1980.